



## Pleasant Hill Elementary

127 Schoolhouse Drive  
Hemingway, South

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 405 Students           |              |
| <b>Principal</b>      | William Teddy Graham   | 843-558-9417 |
| <b>Superintendent</b> | Dr. H. Randall Dozier  | 843-436-7000 |
| <b>Board Chair</b>    | Mr. Joe M. Crosby      | 843-436-7000 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating | Growth Rating  |
|-------------|-----------------|----------------|
| <b>2008</b> | <b>Average</b>  | <b>At-Risk</b> |
| 2007        | Average         | Below Average  |
| 2006        | Average         | At-Risk        |
| 2005        | Good            | Good           |
| 2004        | Good            | Good           |

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

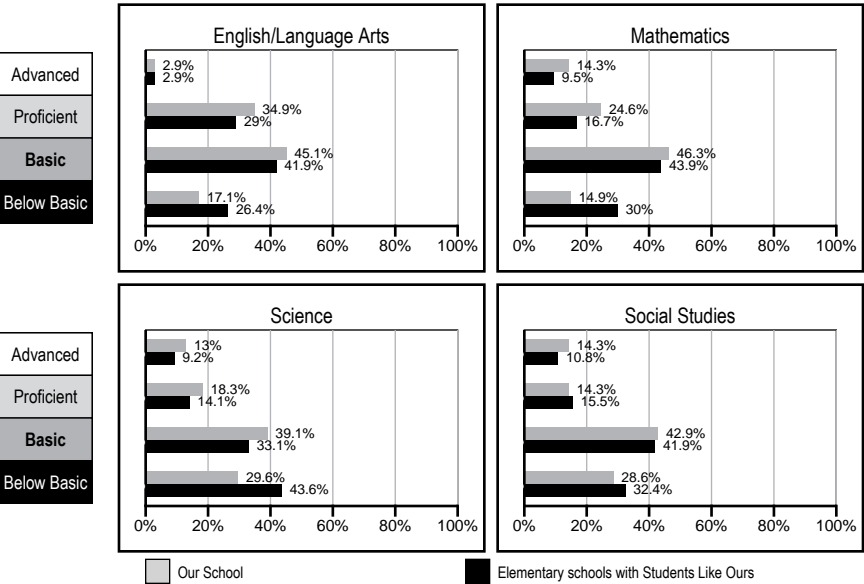
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0         | 0    | 20      | 63            | 10      |

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

|             |   |
|-------------|---|
| Advanced    | Exceeded expectations, Very high score, very well prepared to work at next grade level  |
| Proficient  | Met expectations, Well prepared to work at next grade level   |
| Basic       | Met standards, Minimally prepared, can go to next grade level   |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

|  | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=405)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                           | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 5.2%       | Up from 4.6%          | 2.8%                                       | 2.3%                     |
| Attendance rate  | 95.9%      | Down from 96.0%       | 96.0%                                      | 96.3%                    |
| Eligible for gifted and talented   | 11.8%      | Down from 14.8%       | 6.5%                                       | 10.4%                    |
| With disabilities other than speech  | 8.0%       | Up from 6.6%          | 8.8%                                       | 7.5%                     |
| Older than usual for grade   | 0.6%       | Down from 1.3%        | 1.0%                                       | 0.6%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.5%       | Up from 0.0%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=28)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 64.3%      | Down from 66.7%       | 54.0%                                      | 56.7%                    |
| Continuing contract teachers   | 92.9%      | Up from 90.0%         | 75.8%                                      | 77.3%                    |
| Teachers with emergency or provisional certificates                        | 0.0%       | Down from 3.4%        | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year                                      | 92.2%      | Up from 89.1%         | 86.0%                                      | 86.4%                    |
| Teacher attendance rate  | 93.1%      | Down from 95.4%       | 94.8%                                      | 94.9%                    |
| Average teacher salary   | \$48,185   | Up 1.1%               | \$44,455                                   | \$45,345                 |
| Professional development days/teacher                                      | 14.4 days  | Down from 17.5 days   | 12.8 days                                  | 12.6 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 3.0        | Up from 2.0           | 3.0  | 4.0                      |
| Student-teacher ratio in core subjects                                     | 15.2 to 1  | Down from 15.3 to 1   | 18.2 to 1                                  | 18.5 to 1                |
| Prime instructional time   | 87.8%      | Down from 90.5%       | 89.0%                                      | 89.8%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | Up from 99.8%         | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil*   | \$8,967    | Up 0.8%               | \$7,363                                    | \$7,052                  |
| Percent of expenditures for instruction*                                   | 61.8%      | Up from 60.8%         | 69.1%                                      | 69.1%                    |
| Percent of expenditures for teacher salaries*                              | 56.2%      | Up from 56.0%         | 63.9%                                      | 64.2%                    |

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

The cooperative efforts of Pleasant Hill Elementary School's staff, parents, students, business partners, and community members have enabled us to achieve much success. Our school was once again recognized for closing the achievement gap among minority populations.

Academic achievement remained a top priority at Pleasant Hill Elementary School. We were very diligent to ensure that students were taught all South Carolina Learning Standards. Teachers incorporated hands-on learning activities across all content areas to establish real life connections to learning. We intensified efforts to address individual student needs by utilizing MAP testing. Each grade developed a plan to monitor student progress and address deficiencies.

We continue to increase the use of technology in our classrooms by increasing the number of interactive white boards, updating computers, and increasing the amount of time in the Success Maker Lab. Additionally, administration and teachers utilized many new technologies to assist with our academic program. Examples include IG-Pro (on-line grade book), Tandberg virtual field trips, Homework Hotline, classroom web sites, voice mail, and the 3N (National Notification Network) calling system.

This year, we offered a tutorial program, utilizing retired educators to work with small groups of students with targeted needs in math and ELA. We also offered an extended day program. Teachers from each grade level assisted students three hours weekly after school with homework assignments, mastery of objectives, and class projects. Many of our students have also been identified as having talents in the areas of art, music, and physical education. Enrichment classes were provided to students in grades K-5 to assist in developing these talents.

Our school has truly responded to the mission to provide challenging educational programs that require all students to meet high academic standards and to prepare all students to be responsible citizens and lifelong learners.

W. Teddy Graham, Principal  
Renee Moore, SIC Chairperson

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 30       | 61        | 59       |
| Percent satisfied with learning environment            | 100.0%   | 96.7%     | 91.2%    |
| Percent satisfied with social and physical environment | 100.0%   | 98.4%     | 98.3%    |
| Percent satisfied with school-home relations           | 93.3%    | 96.7%     | 94.7%    |

\* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

|                                 |     |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

|                           |  |
|---------------------------|--|
| School Improvement Status |  |
|---------------------------|--|

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.   |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.7%         | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.6%         | 6.8%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.9%      | 94.0%           | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**PACT Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

|                              |     |     |      |      |      |     |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students                 | 182 | 100 | 17.1 | 45.1 | 34.9 | 2.9 | 48   | 46   | 48.2 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |     |      |      |      |     |     |
| Male                         | 105 | 100 | 24   | 42   | 31   | 3   | 44   | 39.5 | 41.7 | N/A | N/A |
| Female                       | 77  | 100 | 8    | 49.3 | 40   | 2.7 | 53.3 | 53.1 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |     |      |      |      |     |     |
| White                        | 74  | 100 | 15.1 | 34.2 | 46.6 | 4.1 | 61.6 | 58.9 | 60   | Yes | Yes |
| African American             | 104 | 100 | 18.4 | 53.1 | 26.5 | 2   | 38.8 | 32.5 | 31.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 66.7 | 70.4 | I/S | I/S |
| Hispanic                     | 2   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 40.4 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | 2   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |     |      |      |      |     |     |
| Disabled                     | 27  | 100 | 51.9 | 33.3 | 14.8 | 0   | 22.2 | 13.2 | 16   | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |     |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | N/A  | 38.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |     |      |      |      |     |     |
| Limited English Proficient   | 2   | I/S | I/S  | I/S  | I/S  | I/S | I/S  | 34.6 | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 148 | 100 | 18.4 | 48.9 | 31.9 | 0.7 | 42.6 | 35.1 | 34   | Yes | Yes |

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

|                              |     |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 182 | 100 | 14.9 | 46.3 | 24.6 | 14.3 | 54.3 | 46.1 | 45.8 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |     |     |
| Male                         | 105 | 100 | 20   | 48   | 17   | 15   | 47   | 45.4 | 45.6 | N/A | N/A |
| Female                       | 77  | 100 | 8    | 44   | 34.7 | 13.3 | 64   | 47   | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |     |     |
| White                        | 74  | 100 | 12.3 | 39.7 | 24.7 | 23.3 | 61.6 | 60.3 | 59   | Yes | Yes |
| African American             | 104 | 100 | 17.3 | 50   | 24.5 | 8.2  | 49   | 30.9 | 26.9 | Yes | Yes |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 76.7 | 71.3 | I/S | I/S |
| Hispanic                     | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 43.6 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 27  | 100 | 51.9 | 33.3 | 11.1 | 3.7  | 18.5 | 15.3 | 17.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 32.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 43   | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 148 | 100 | 17   | 48.9 | 23.4 | 10.6 | 51.1 | 35.8 | 31.4 | Yes | Yes |

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

|  | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient<br>and Advanced* | District % Proficient<br>and Advanced* | State % Proficient<br>and Advanced* | School<br>Attendance Rate | District<br>Attendance Rate |
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|

Science

|                            |     |     |      |      |      |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students               | 121 | 100 | 29.6 | 39.1 | 18.3 | 13   | 31.3 | 35.1 | 35.7 | 95.9 | 95.9 |
| Gender                     |     |     |      |      |      |      |      |      |      |      |      |
| Male                       | 65  | 100 | 34.4 | 34.4 | 16.4 | 14.8 | 31.1 | 36.6 | 37.4 | 95.5 | 95.7 |
| Female                     | 56  | 100 | 24.1 | 44.4 | 20.4 | 11.1 | 31.5 | 33.6 | 33.8 | 96.4 | 96.1 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |      |      |      |
| White                      | 55  | 100 | 16.4 | 41.8 | 18.2 | 23.6 | 41.8 | 52.6 | 49.2 | 95.1 | 95.2 |
| African American           | 62  | 100 | 41.1 | 37.5 | 17.9 | 3.6  | 21.4 | 17.3 | 17   | 96.6 | 96.6 |
| Asian/Pacific Islander     | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 54.5 | 58   | N/A  | 97.1 |
| Hispanic                   | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 30.6 | 24.9 | 99.8 | 96.6 |
| American Indian/Alaskan    | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 37.4 | 91.5 | 94.8 |
| Disability Status          |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                   | 16  | 100 | 50   | 31.3 | 12.5 | 6.3  | 18.8 | 12.3 | 14   | 94.8 | 94.4 |
| Migrant Status             |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                    | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 21.9 | N/A  | N/A  |
| English Proficiency        |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 26.9 | 24.4 | 98.7 | 97.1 |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |      |      |      |
| Subsidized meals           | 95  | 100 | 36   | 37.1 | 16.9 | 10.1 | 27   | 22.9 | 21.1 | 95.8 | 95.7 |

Social Studies

|                            |     |     |      |      |      |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students               | 122 | 100 | 28.6 | 42.9 | 14.3 | 14.3 | 28.6 | 32.9 | 34   | 95.9 | 95.9 |
| Gender                     |     |     |      |      |      |      |      |      |      |      |      |
| Male                       | 75  | 100 | 27.8 | 37.5 | 19.4 | 15.3 | 34.7 | 34.7 | 36.6 | 95.5 | 95.7 |
| Female                     | 47  | 100 | 29.8 | 51.1 | 6.4  | 12.8 | 19.1 | 30.8 | 31.3 | 96.4 | 96.1 |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |      |      |      |
| White                      | 44  | 100 | 27.9 | 32.6 | 16.3 | 23.3 | 39.5 | 44.4 | 44.5 | 95.1 | 95.2 |
| African American           | 75  | 100 | 30.1 | 49.3 | 13.7 | 6.8  | 20.5 | 19.5 | 19.1 | 96.6 | 96.6 |
| Asian/Pacific Islander     | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 88.9 | 58.9 | N/A  | 97.1 |
| Hispanic                   | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 40.4 | 27.5 | 99.8 | 96.6 |
| American Indian/Alaskan    | 2   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 32.7 | 91.5 | 94.8 |
| Disability Status          |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                   | 18  | 100 | 61.1 | 22.2 | 5.6  | 11.1 | 16.7 | 12.8 | 14.4 | 94.8 | 94.4 |
| Migrant Status             |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                    | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 22.6 | N/A  | N/A  |
| English Proficiency        |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient | 1   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 36.5 | 27.3 | 98.7 | 97.1 |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |      |      |      |
| Subsidized meals           | 100 | 100 | 30.9 | 45.4 | 13.4 | 10.3 | 23.7 | 22.1 | 21   | 95.8 | 95.7 |

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

## PACT Performance By Grade Level

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 62                            | 100      | 6.9           | 41.4    | 48.3         | 3.4        | 51.7                       |
|                       | 4     | 59                            | 100      | 14            | 47.4    | 31.6         | 7          | 38.6                       |
|                       | 5     | 59                            | 100      | 17.9          | 51.8    | 30.4         | 0          | 30.4                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 58                            | 100      | 16.4          | 38.2    | 41.8         | 3.6        | 45.5                       |
|                       | 4     | 61                            | 100      | 13.6          | 42.4    | 42.4         | 1.7        | 44.1                       |
|                       | 5     | 63                            | 100      | 21.3          | 54.1    | 21.3         | 3.3        | 24.6                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Mathematics           |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 62                            | 100      | 10.3          | 50      | 25.9         | 13.8       | 39.7                       |
|                       | 4     | 59                            | 100      | 15.8          | 38.6    | 22.8         | 22.8       | 45.6                       |
|                       | 5     | 59                            | 100      | 14.3          | 55.4    | 17.9         | 12.5       | 30.4                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 58                            | 100      | 20            | 49.1    | 16.4         | 14.5       | 30.9                       |
|                       | 4     | 61                            | 100      | 8.5           | 50.8    | 27.1         | 13.6       | 40.7                       |
|                       | 5     | 63                            | 100      | 16.4          | 39.3    | 29.5         | 14.8       | 44.3                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Science               |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 31                            | 100      | 17.2          | 37.9    | 17.2         | 27.6       | 44.8                       |
|                       | 4     | 59                            | 100      | 33.3          | 42.1    | 8.8          | 15.8       | 24.6                       |
|                       | 5     | 30                            | 100      | 44.8          | 20.7    | 27.6         | 6.9        | 34.5                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 29                            | 100      | 19.2          | 34.6    | 26.9         | 19.2       | 46.2                       |
|                       | 4     | 61                            | 100      | 30.5          | 44.1    | 20.3         | 5.1        | 25.4                       |
|                       | 5     | 31                            | 100      | 36.7          | 33.3    | 6.7          | 23.3       | 30                         |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
| Social Studies        |       |                               |          |               |         |              |            |                            |
| 2007                  | 3     | 31                            | 100      | 0             | 48.3    | 31           | 20.7       | 51.7                       |
|                       | 4     | 59                            | 100      | 26.3          | 35.1    | 24.6         | 14         | 38.6                       |
|                       | 5     | 29                            | 100      | 25.9          | 44.4    | 14.8         | 14.8       | 29.6                       |
|                       | 6     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 7     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
|                       | 8     | N/A                           | N/AV     | N/AV          | N/AV    | N/AV         | N/AV       | N/AV                       |
| 2008                  | 3     | 29                            | 100      | 10.3          | 44.8    | 24.1         | 20.7       | 44.8                       |
|                       | 4     | 61                            | 100      | 33.9          | 44.1    | 13.6         | 8.5        | 22                         |
|                       | 5     | 32                            | 100      | 35.5          | 38.7    | 6.5          | 19.4       | 25.8                       |
|                       | 6     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 7     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |
|                       | 8     | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                        |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample